Journal of Ecohumanism
2024
Volume: 3, No: 6, pp. 109 – 134
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i6.3988

Academic Problems Among Iraqi University Professors: An Analytical Study

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Abstract

The research aims to detect the problems of educational reality faced by university professors and identify statistically significant differences in the academic problems of university instructors. It has adopted an analytical descriptive research approach to achieve research objectives and identifies the study community with professors of public and private universities. A random sample of 250 instructors was selected for the purpose of applying the questionnaire to them, knowing the academic problems encountered in the course of their work at universities, and adopting appropriate statistical means to process and analyze the data. The research concluded with a set of results, including that all fields (infrastructure, admission of students, financial benefits, scientific research, university teaching, curriculum, equipment, and laboratories) are considered important academic problems, as the computational circles ranged from 2,775 to 2,562 degrees and the standard deviation ranged from 0.600 to 0.419 degrees.

Keywords: *Iraqi Universities, Problems, University Professors.*

Introduction

A university instructor is one of the pillars of the educational process in scientific institutions, as well as the student and the curriculum. Administrative, organizational, and scientific bodies should pay attention to this fact and address all the problems, difficulties, and challenges encountered during the teaching process, its relationship with students, the educational environment, the availability of the planned curriculum, and providing the necessary supplies for in-person and virtual lectures. Based on an examination of the suffering of university instructors in our educational and scientific institutions, this research is designed to detect problems that impede the educational realities of Iraqi universities. Scientific institutions and research centers identify any problems that have a significant impact on the performance of the university instructor. The research is divided into four parts. The first part determines the research methodology of the problem, its importance, objectives, and procedural definitions. The second consists of the theoretical framework of research and the presentation of previous studies. The third part presents the field framework of the research and deals with the definition of the study methodology, the study community, the sample, the data collection tool, the presentation of research results, and their interpretation in the form of tables and graphs. The research concludes with recommendations.

General Focus of Research

First: Research Problem

The following question represents problem of research: What are the problems that hinder the educational reality in Iraqi universities?

Second: The Importance of the Research

The importance of the research lies in the presence of academic institutions, which have a significant impact on society in general and on university instructors. They work to refine his scientific personality

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and change his different behaviors and thoughts. They also work to meet their educational needs and prepare educational generations that are conscious, aware, and keep abreast of modern developments. This research came to identify the problems that hinder the educational reality in Iraqi universities.

Third: Research Objectives

- Revealing the educational reality problems faced by university instructors.
- Identify the differences of statistical significance in educational problems in Iraqi university instructors.

Fourth: Procedural Definitions

First/ Problems

Researchers identify several definitions of the problem in the available literature reviewed. Webster (1951, p.872) defines it as "an issue to be resolved, such as an issue or a confusing situation." and Jaber (2000, p. 203) defines it as "any interference or disruption that prevents the response from achieving the goal," and Al-Sakran (2000, p. 148) defines it as "every difficulty or obstacle that hinders a person from reaching a goal he wants to achieve." The researchers define the problem operationally as an issue or case facing individuals and need to find solutions to address it. The problems experienced by individuals vary depending on the environment and the work environment. The problems of education in Iraqi universities relate to students, teaching curriculum, preparing scientific research, and providing the appropriate academic environment for teaching and learning.

Second / Educational Reality

(Ahmed Mukhtar Omar, 2008 p. 5663) defines reality linguistically as "The reality of things: the politics of the matter, that is, the prevailing thing, and, in fact, in reality and the reality of the situation: the real situation the actual situation ".(Adnan Mahdi, 2018, pp.9-10) defines education as :

the structured process which aims to receive a person's various constructive information of knowledge and this is done in a carefully structured manner with specific objectives and knowledge or simply more is to transmit the basic information of any science from the instructor to the learner whether it is study material or making (craft), where the instructor directs the learner to the methods of acquiring knowledge and ways of employing it in his or her knowledge structures or in his or her daily life .

(Huthifa Mazin Abdul Majeed and Mazhar Shaaban, 2014 p. 13) defines education as :

The process of acquiring information, knowledge, experience and skills through the learning process of the learner himself or herself or through others (instructor) All of this is done in different ways and means and indirect and the transfer of knowledge from older to younger people. The work of the first instructor involves primarily organizing knowledge and creating the conditions for transferring it from books to the minds of learners.

Researchers define the educational reality operationally as the state of education or the current situation in Iraqi universities in terms of students, university instructors, constructive structures, curriculum and scientific research.

Third / University Instructor

Al-Kaabi, Al Kubaisi, and Khattab (2016, p. 141) define a university instructor as: "A university faculty member" means in this study, any person who pursues a teaching or research profession in colleges and research centers at the university and occupies one of the following scientific titles: (Professor, Assistant

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Professor, Lecturer, Assistant Lecturer." Moreover, Sarah and Sharif (2019, p. 205) define the university instructor as follows: "Everyone teaches at the university in his or her different degrees, ranks, and plays different roles at the cognitive, educational, and administrative levels." The researchers define the university instructor procedurally as every individual who practices the profession of teaching in Iraqi universities and holds one of the scientific titles (assistant lecturer, lecturer, assistant professor, or professor).

Fourth / Iraqi Universities

Ahmed Badr and Mohammed Fathi Abdul Hadi (1961, p. 11) define the university as "an educational institution containing colleges of arts and sciences and schools or colleges of professional studies. The university offers studies to undergraduate students (bachelor's degree), postgraduate students, and researchers in the colleges and schools mentioned or through a college of postgraduate studies and research." (Owaisi, 2019, p. 255), defines it as follows: "An effective university is one that deals with information in a professional manner and contributes to the dissemination and employment of new ideas that develop with the aim of building a knowledge society."

Researchers define Iraqi universities procedurally as academic institutions under the Ministry of Higher Education and Scientific Research of Iraq. Their formations consist of colleges, scientific departments, institutes, and research centers. Their main objectives are to teach, learn, and prepare research and scientific studies to serve the community and to qualify students and professors scientifically, technically, and educationally to support the labor market.

Theoretical Section and the Previous Studies

This section focuses on the theoretical aspect of the research, which includes presenting the tasks and roles of university instructors and identifying their needs. It then presents the problems of higher education in Iraqi universities and the problems of teaching described by the literature on the subject. It then presents some previous studies and indicates the advantages of this research and the extent to which it benefits.

First/ University Instructor Tasks and Roles

The following include (Sarah, Hajir, p. 205, 206)(Kanber, Al-Taai, Al-Dulaimi,2023, p.116)

- *Teaching:* Teaching requires from university Instructor to be familiar with different knowledge and diversification in teaching methods.

- *Scientific Research*: One of the priorities of tasks for the university instructor and an important component of the university system as a scientific and intellectual institution and its reputation is to be linked to the research it publishes and shows the importance of research for professors because they possess high capacities for structured thinking, innovation and the ability to use knowledge in the field.

- *Community Service*: Through its contributions to solving various issues and problems through research studies that address its problems and try to find appropriate solutions to them, and participation in various scientific activities from seminars, meetings and others.

- *Administrative Task:* means the work entrusted to him/ her as head of department, college, deanship, or serving on certain committees or others.

Second/ University Instructor Needs

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The university instructor must enjoy freedom of thought while presenting the lecture, as he deems appropriate and in accordance with his conviction so that he can be creative and innovative to perform his job. and the need to provide the university instructor with technological and informational means to give a strong impetus to the performance of his functions and to shorten his time and effort in the process of searching for information to reach scientific competence. Development programs and teacher's training courses should be developed, and specialized centers should be established to familiarize themselves with developments in the educational system, such as reforms. The university instructor must be involved in planning for the development of an appropriate university policy, as the reform experiences proved to be 50% successful due to the professor's participation in the development and thus the development of teaching and research programs. Restoring the professor's trust by affirming his sensitive position, respect, and appreciation in social peace by providing him with an adequate standard of living (Um Alkhayr, 2021, p. 1113).

Third: Problems Facing Higher Education in Iraqi Universities

It can be summarized as follows (Abdul Amir, 2018, pp. 104-106, 110):

- The lack of real scientific norms and standards based on which those who deserve to work in this field are selected and those who are not fit for this profession are excluded despite having a higher degree. The absence of genuine personal tests for those who apply to work in this profession. Given the nature of the society in which they live or from which they descend, the nature of their relationship with the recipient, learner or student is based on the authoritarian relationship inherited from our ancestors (old teachers).

- After the psychological distance between the instructor and the learner, which the teacher tries to create and maintain by drawing a wide field that surrounds him and works to keep the student away from him always because of the negative stereotyped mental image that he possesses of the student, which needs to be redrawn or reshaped for him. And the intellectual closure that characterizes some teachers because of the lack of openness to new information and experiences in his field of specialization. The cultural isolation that he lives through not being familiar with professional environments like his own. The inefficiency of the controls and laws for evaluating university teaching performance in a way that enables some to circumvent and get rid of them instead of applying them and advancing their scientific level. The lack of sources of information or the difficulty of obtaining it, which should be provided to the university professor, each according to his specialization, such as scientific books, periodicals, abstracts, research, and Internet networks, whether inside or outside the university.

- The lack of financial and moral support for the university instructor in the field of scientific research and his burden, which has already been reflected in the motivation towards scientific research. University instructor is restricted by laws that only serve to detain him within the university, whereas at the heart of his work is scientific research, which requires him to move outside the teaching framework and the university, which is reflected in his educational performance. Prevent university instructor from contracting with institutions or ministries relevant to its competence. The absence of laws and instructions protecting the university instructor from problems arising from the introduction of the subject and ideas and affirming that they do not reflect his or her own and that of a scientific point of view.

Fourth/ University Instructor Problems

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The university instructor problems represent a range of situations or attitudes that result from the interactions of elements of the teaching process with each other (faculty member, student, curriculum, faculty management, work environment), hindering the proper functioning of the teaching process in the university environment.

Problems are related to the security aspect and the volatile political situation in the country, thereby misleading the university instructor, attendance, and functioning. and to think about migration and working outside the country. Problems related to their lack of participation in professions and scientific training courses outside the country, which made university instructors feel delayed in comparison with university instructors in developed countries. As well as administrative, social, economic, and personal problems that affect the personality of the instructor and have a significant impact on performance. Students' problems related to their poor interest in the scientific aspect, their poor motivation, and the absence of concepts of scientific excellence, scientific integrity, and discipline have clear visibility among university instructors (Al-Kaabi et al., 2016, p. 124).

Field Focus of Research

This focus of the study includes a series of actions taken to achieve the study's objective, by identifying the curriculum followed and the study community, selecting a representative sample, and then applying Study questionnaire and concluding with the identification of appropriate statistical means for processing and analyzing the data and the results to be obtained, which can be presented as follows:

First/ Methodology

This study used the analytical descriptive research curriculum because it is consistent with the nature and objectives of the research since descriptive research aims to describe phenomena, events, or specific objects and to gather information, facts, and observations about them. (Al-Assaf, 1989, p. 4), and because it is the appropriate curriculum for achieving the study's objective and is the best way of identifying the causes of phenomena and problems that arise or are discovered in any of the multiple fields of life. The method is a valued and important approach to undertaking studies in health and social care settings. (Arnout, Abdel Rahman, Elprince, Abada, & Jasim, 2020)

Second / Society and Sample of The Study

The instructors of public and private universities determine the study population. A random sample of 250 students was selected for the purpose of applying the questionnaire to them and knowing the academic problems encountered during their work at the universities. The description of the study sample according to the demographic variables is as follows:

1-Gender: Table 1 shows that the percentage is close between males and females in the research sample is 48% for males, while the percentage of females in the teaching staff (52%), as shown in Table 1.

Table (1) Distribution of Sample Members According to Gender

gender	Repetition	Percentage
Male	121	48%
Female	129	52%
Total	250	100%

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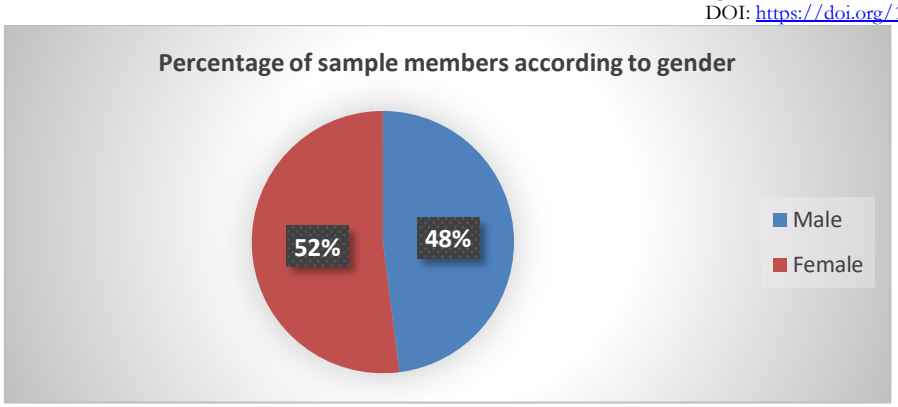

Figure (1) Distribution of Sample Members According to Gender

Specialization

Table (2) shows that the percentage in the research sample for the humanities specialization was (74%) while the percentage of scientific faculty members was (26%), as shown in table (2).

Table (2) Distribution of Sample Members by Specialization

Specialization	Repetition	Percentage
Scientific	65	26%
Humanities	185	74%
Total	250	100%

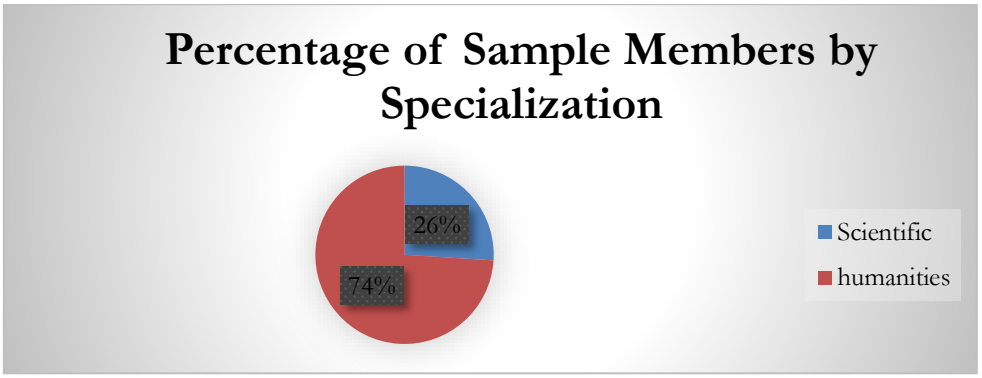

Figure (2) Distribution of Sample Members by Specialization

Certificate

We notice in Table (3) that the highest percentage of the sample members in terms of academic achievement was for those who obtained a doctorate degree, where their percentage reached (74%), while the lowest category was for holders of a master's degree, where their percentage reached (24%), while the other category obtained (2%), as indicated in Figure (3).

Table (3) Distribution of Sample Members by Certificate

Certificate	repetition	percentage
PhD	184	74%

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Master	60	24%
Other	6	2%
Total	250	100%

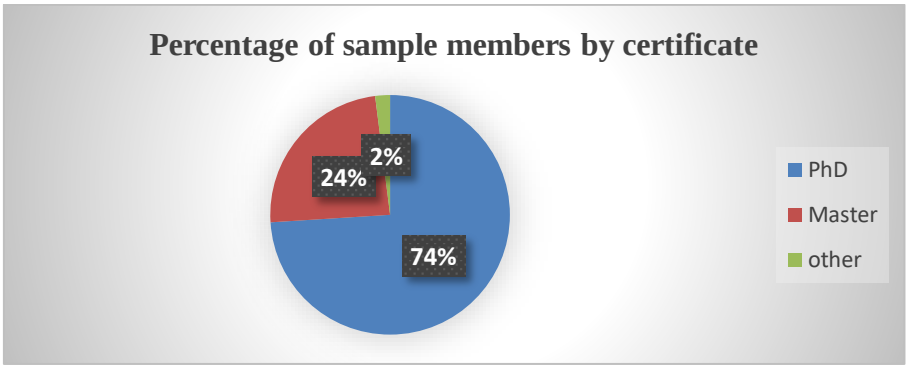

Figure (3) Distribution of Sample Members by Certificate

Scientific Title

We notice in Table 4 that the scientific title (instructor) constituted the largest percentage among the members of the studied community, where their percentage reached 31%, followed by the scientific title (assistant professor), which reached (29%) of the sample members, followed by the scientific title (professor), which reached (26%), followed by the scientific title (assistant instructor), which reached (12%), and finally (other), as it reached (2%) of the sample members, as indicated in Figure 4.

Table (4) Distribution of Sample Members by Scientific Title

Scientific Title	repetition	Percentage
Asst. Instructor	30	12%
Instructor	78	31%
Asst. Professor	72	29%
Professor	64	26%
Other	6	2%
Total	250	100%

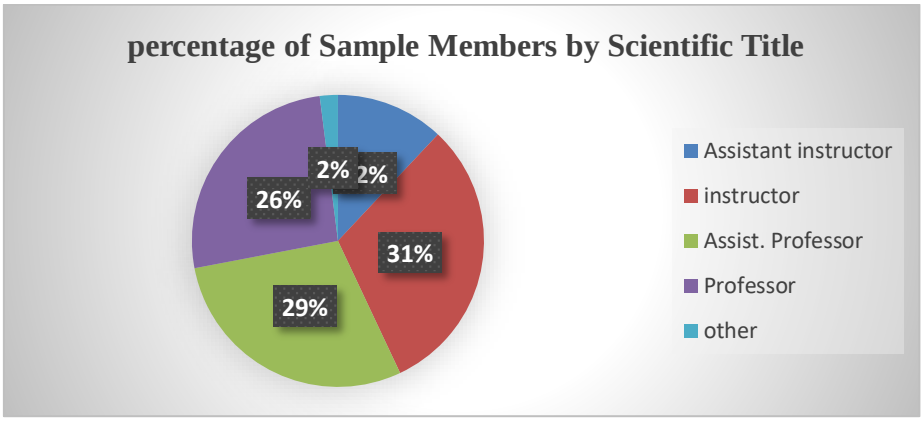

Figure (4) Distribution of Sample Members by Scientific Title

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Years of Service

We notice in Table (5) that the years of service (from 16–20 years) constituted the largest percentage among the members of the studied community, where their percentage reached (33%), followed by the years of service (21 years or more), which reached (29%) of the sample members, followed by the years of service (from 11–15 years), as their percentage reached (14%), followed by the years of service (from 6–10 years), which reached (10%), followed by the years of service (from 1–5 years), which reached (9%), and finally (less than a year), which reached (5 years), which reached (9%) and finally (less than a year), which reached (5%). of the sample members and as indicated in the figure (5)

Table (5) Distribution of Sample Members by Years of Service

Years of service	Repetition	Percentage
Less than a year	13	5%
1-5 years	22	9%
6 – 10 years	24	10%
11-15 years	35	14%
16-20 years	83	33%
21 years and above	73	29%
Total	250	100%

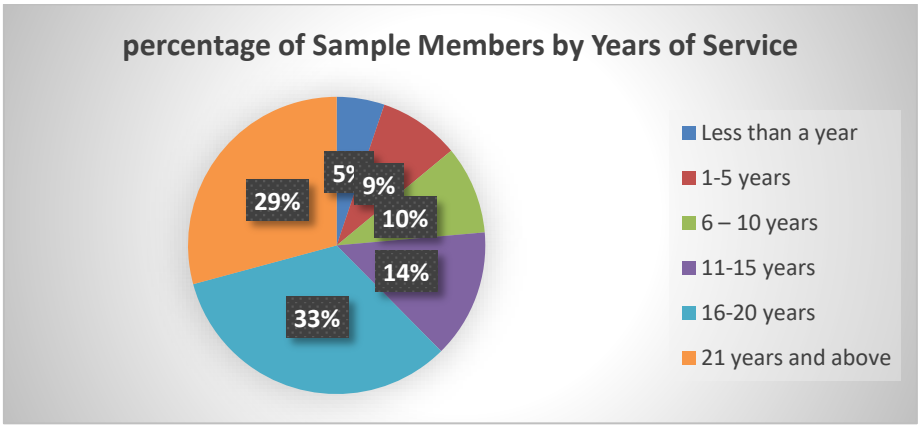

Figure (5) Distribution of Sample Members by Years of Service

Study Instrument

Each study has its own nature and objectives, which determine the appropriate instrument. Each study has a specific instrument. Each tool has its advantages in collecting data and information. This requires familiarity with the instrument (questionnaire) and how it is designed and prepared. As the current study aims to detect academic problems experienced by university instructors, the method of Questionnaire is the best instrument for achieving this purpose. (Kandilji, 1999:449).

To achieve the study's objective, this required the use of a questionnaire to identify those reasons. Since it was not possible to obtain a ready instrument to achieve the desired objective, it was required to prepare a questionnaire to obtain the data required from the members of the research sample. The questionnaire is one of the best instruments used to measure such variables.

The process of preparing the questionnaire took the following steps:

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Open Survey Question

An open question was directed to a sample of university instructors, numbering (110) individuals. through an electronic link prepared for this purpose. The question included writing the most important academic problems faced by university instructors. Each member of the survey sample was met to answer their queries about the content and purpose of the questionnaire, clarify some points and answer questions raised, which prompt the respondents to answer questions carefully and honestly.

Collect And Standardize the Responses

After obtaining responses through the open form, the most important responses were collected and standardized. (40) An indicator of academic problems was obtained, spread across seven fields (university teaching, infrastructure, student admission, curriculum, equipment and laboratories, financial dues, scientific research).

Questionnaire Reliability

It means measuring what it was designed for, that is, to measure the goal for which it was designed. Truthfulness is essential to the questionnaire's ability to measure what it is actually designed to measure, and honesty is an important prerequisite and basic steps for questionnaire preparation and their use. Appropriate decision-making for a particular purpose (Alam, 2000:231).

The validity was verified by presenting the formed questionnaire consisting of (40) indicators spread across seven fields to a number of experienced and competent arbitrators (10) Arbitrators of different disciplines, since the preferred means of ascertaining the apparent reliability of the questionnaire is to present the instrument to a group of specialized arbitrators to indicate their opinion on the validity of the items according to the measurement of the quality for which it was found, and after gathering expert opinions it was found that they agreed on the validity of the questionnaire items by (100%) so the questionnaire is ready to apply in terms of its reliability.

Questionnaire Stability

Stability in outcomes is meant to be consistent, i.e., the instrument gives the same results if they are reapplied to individuals themselves in the same circumstances, the fixed instrument gives the same results if used more than once and under similar circumstances. Stability means accuracy of measurement, i.e., Stability of measurement, in the information it provides about individuals' behaviour.

Stability can be more than one method, depending on the nature of the study, so follow the method of estimating the retest, and this procedure produced highly reliable results provided that each estimator's assessment is independent. (Al-Zubai, 1981:213).

The method of re-testing is one of the most used and common, and this method was used to calculate the questionnaire consistency

The questionnaire was reapplied after two weeks to a sample of (20) instructors, after which the Stability Coefficient was calculated using the Pearson correlation coefficient and transactions for each field of questionnaire were shown as indicated in table (6).

Table (6) Values of Stability Coefficients for Questionnaire Fields

No.	fields	Stability Coefficients
1.	Infrastructure	0.831
2.	Student Admission	0.863
3.	Financial dues	0.810
4.	Research	0.854

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5.	University Teaching	0.882
6.	Curriculum	0.805
7.	equipment & Laboratories	0.815

Statistical Methods

The statistical bag (SPSS) was used in the analysis of the questionnaire as follows:

- Pearson's correlation coefficient to calculate the value of the stability of the questionnaire.
- In the results of the study, the arithmetic mean was found for each indicator.
- The standard deviation in the results of the study as the standard deviation was found for each indicator.
- Variance analysis of repeated measurements.

Presentation and interpretation of the results of the questionnaire:

This part of the study contains a presentation of the findings in the disclosure of academic problems faced by university instructors through the questionnaire prepared for this purpose.

The Results Will Be Presented the Following

- Calculate the degree of availability of each indicator in the questionnaire and for each problem individually according to the three alternatives to extract the value of the arithmetic mean and standard deviation.
- For the purpose of calculating the value of the arithmetic mean for each of the questionnaire indicators, the alternative (big problem) was given three degrees, the alternative (medium problem) two degrees, and the alternative (not be a problem) one degree.
- Calculate the average of each indicator in the questionnaire (2) and standard deviation (1) as a criterion for judging the indicator's relevance.
- Ranking indicators in questionnaire and for each problem downward ranking from the highest arithmetic mean to the lowest arithmetic mean.
- Presentation of the results of the analysis of the fields in the questionnaire.

Results Of the Questionnaire Analysis

The first objective/detection of educational reality problems faced by university instructors.

This objective was achieved through the analysis of this questionnaire by applying it to a sample of university instructors of 250 randomly selected instructors. After taking the sample responses, the results of the analysis were analysed according to each field and as follows:

First / First Field: University Teaching

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This field includes 10 indicators, all of which are problematic with university instructors. The results of the research show that the values of the arithmetic mean ranged from 2,829 to 2,383 and a standard deviation ranging from 0.761 to 0.422. This means that all indicators in this field are academic problems with university instructors and table (7) and figure (6) illustrate this:

Table (7) Results of The Analysis of The Indicators of the Field of University Teaching

No	Sequencing in the questionnaire	Indicators	Standard deviation	Arithmetic mean
1	2	delay of scientific promotions and the difficulty of its requirements and procedures	2.829	0.439
2	8	insufficient material and moral support for creative instructors	2.812	0.422
3	4	the non-application of the University Service Law for instructors in all its interlocutors	2.774	0.502
4	10	The index of discrimination between instructors in law, although they hold the same title and the same specialization	2.770	0.504
5	1	ignoring the role of the instructors in decision-making towards students	2.655	0.558
6	7	non-inclusion of the instructors in the delegation when participating in internal and external conferences	2.646	0.568
7	9	participation in activities that have no justification except that they are required to evaluate the performance and scientific promotion	2.634	0.601
8	5	inequality and equity in the distribution of committees and activities	2.548	0.613
9	3	the assignment of the teaching staff to administrative assignments away from its specialization	2.459	0.705
10	6	The lack of space for instructors to publicly nominate for the presidency of departments and deanships	2.383	0.761
The field as a whole		University Teaching	2.651	0.567

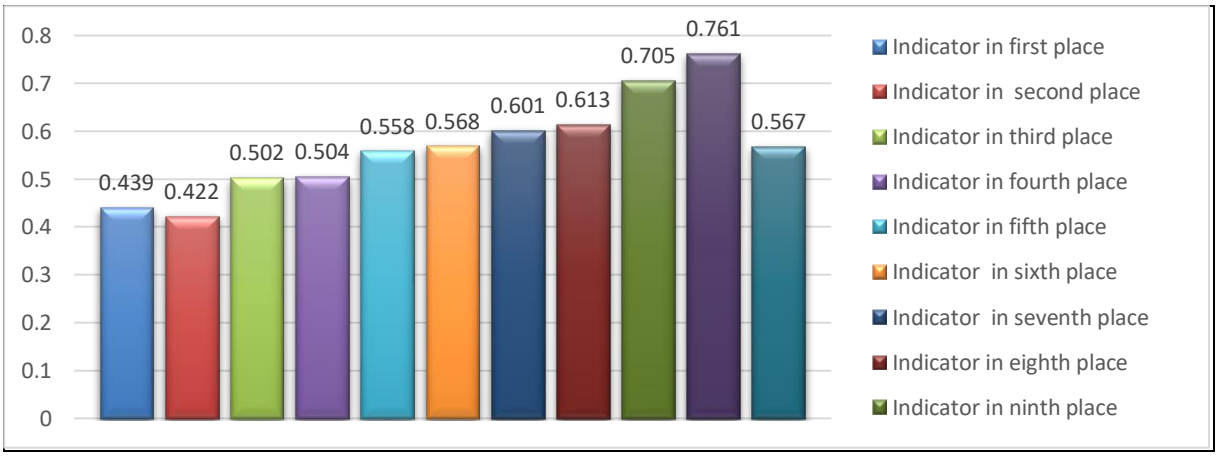

Figure (6) Graph of University Teaching Indicators

By Noticing Table (7) And Figure (6), The Following Are Shown

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- The indicator of delay of scientific promotions and the difficulty of its requirements and procedures came in first place. This indicator obtained a calculated average of 2,829 and a standard deviation of 0.439.

- The indicator of insufficient material and moral support for creative instructors came in second place, with a calculated average of 2,812 and a standard deviation of 0.422.

- The indicator of the non-application of the University Service Law for instructors in all its interlocutors came in third place. This indicator received arithmetic mean average of 2,774 and a standard deviation of 0.502.

- The index of discrimination between instructors in law, although they hold the same title and the same specialization, ranked fourth, as this indicator obtained an arithmetic mean of (2,770) and a standard deviation of (0.504), and therefore this indicator comes in fourth place.

- The indicator of ignoring the role of the instructors in decision-making towards students ranked fifth, as this indicator obtained an arithmetic mean of (2,655) and a standard deviation of (0.558), and therefore this indicator comes in fifth place.

- The indicator of non-inclusion of the instructors in the delegation when participating in internal and external conferences ranked sixth, as this indicator obtained an arithmetic mean of (2,646) and a standard deviation of (0.568), and therefore this indicator comes in sixth place.

- The indicator of participation in activities that have no justification except that they are required to evaluate the performance and scientific promotion in the seventh place. This indicator has an arithmetic mean of 2,634 and a standard deviation of 0.601.

- The indicator of inequality and equity in the distribution of committees and activities is eighth, with an arithmetic mean of 2,548 and a standard deviation of 0.613. This indicator is therefore important in eighth place.

- The indicator for the assignment of the teaching staff to administrative assignments away from its specialization in the ninth place, as this indicator received an arithmetic mean of 2,459 and a standard deviation of 0.705.

- The lack of space for instructors to publicly nominate for the presidency of departments and deanships ranked tenth, as this indicator obtained an arithmetic mean of (2,383) and a standard deviation of (0.761), and therefore this indicator comes in tenth place.

- As for the indicators of the field got an arithmetic mean of (2,651) and a standard deviation of (0.567).

Second: Second Field: Infrastructure

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Volume: 3, No: 6, pp. 109 – 134
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i6.3988

This field includes (5) indicators, all of which are considered a problem for university instructors, and the results of the research showed that the values of the arithmetic mean ranged between (2,821) and (2,727) and a standard deviation ranged between (0.517) and (0.426), which means that all indicators of this field represent academic problems for university instructors, and Table (8) and Figure (7) illustrate this.

Table (8) Results of Infrastructure Field Indicators Analysis

No.	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	12	infrastructure weakness and the lack of sufficient buildings and halls	2.821	0.426
2	14	Lack of smallness classes and students' momentum is inappropriate for teaching	2.795	0.463
3	13	The lack of scientific laboratories and their lack of expansion to the number of students	2.770	0.496
4	15	weakness in the urban aspect, particularly modern universities lacking the lowest levels of urbanization	2.761	0.474
5	11	lack of a decent place for university instructors and decent seating places	2.727	0.517
Field as a whole		Infrastructure	2.775	0.475

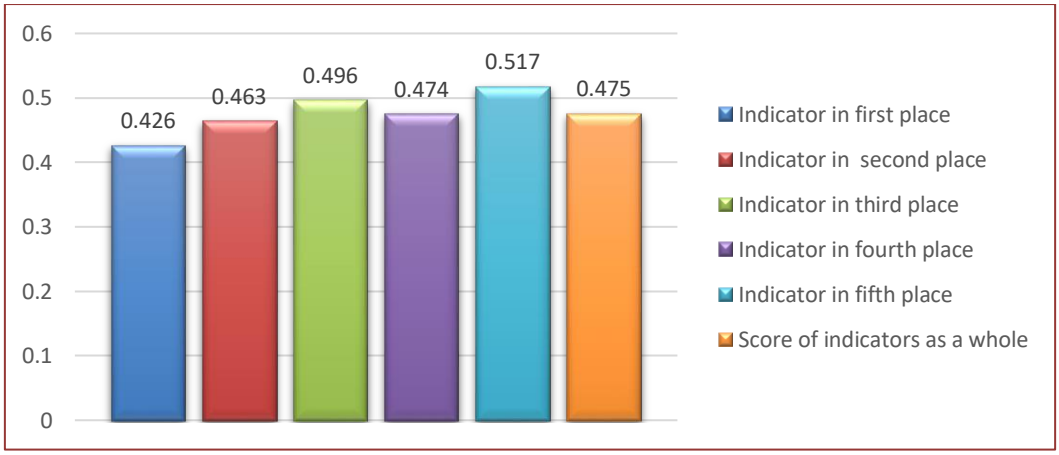

Figure (8) Infrastructure Indicators Graph

By Noting Table (8) And Figure (7), The Following Are Shown:

- The indicator of infrastructure weakness and the lack of sufficient buildings and halls came first, as this indicator received an arithmetic mean of 2,821 and a standard deviation of 0.426.

- The indicator of Lack of smallness classes and students' momentum is inappropriate for teaching in the second grade. This indicator has an arithmetic mean of 2,795 and a standard deviation of 0.463.
- The indicator of the lack of scientific laboratories and their lack of expansion to the number of students is third place, as this indicator has an arithmetic mean of 2,770 and a standard deviation of 0.496.

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- An indicator of weakness in the urban aspect, particularly modern universities lacking the lowest levels of urbanization in the fourth place, has an arithmetic mean of 2,761 and a standard deviation of 0.474.

- The indicator of the lack of a decent place for university instructors and decent seating places came in fifth place, as this indicator obtained an arithmetic mean of (2,727) and a standard deviation of (0.517), and therefore this indicator comes in fifth place.

- As for the field indices, it got an arithmetic mean of 2,775 and a standard deviation of 0.475.

Third Field: Students' Admission:

This field includes (6) indicators, all of which were considered problematic by university instructors. The results of the research showed that the values of the arithmetic mean ranged from (2,927) to (2,366) and a standard deviation ranging from (0.729) to (0.275), which means that all indicators in this field are academic problems for university instructors , (9) and (8) illustrate this.

Table (9) Results of The Analysis of Indicators in The Field of Student's Admission

No.	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	16	Low scientific level of students and the lack of motivation and ambition for the lack of employment opportunities	2.927	0.275
2	19	The student's tolerance of the Scientific material and their lack of interest in reading and writing	2.897	0.317
3	18	Students' lack of respect for regulations and laws for their prior knowledge of success	2.876	0.342
4	17	Lack of information that students have due to poor daily preparation	2.838	0.380
5	20	students' non-adherence to come to the university	2.744	0.474
6	21	lack of uniform creates class differentials between students	2.366	0.729
Field as a whole		Students' admission	2.773	0.419

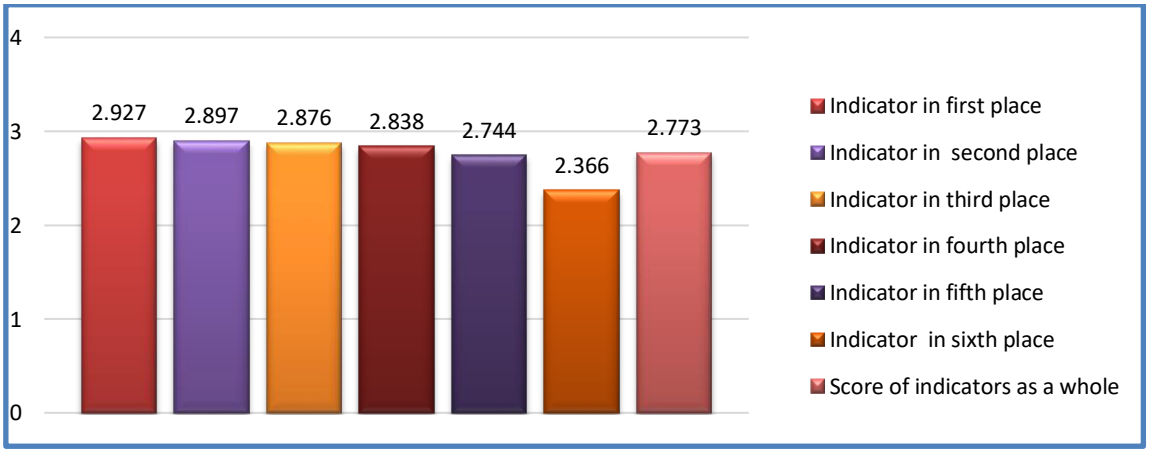

Figure (8) Graph of Students Admission Indicators

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DOI: https://doi.org/10.62754/joe.v3i6.3988

By Noting Table (9) And Figure (8), The Following Are Shown:

- The indicator of the Low scientific level of students and the lack of motivation and ambition for the lack of employment opportunities in the first place, as this indicator received an arithmetic mean of 2,927 and a standard deviation of 0.275.

- The student's tolerance of the Scientific material and their lack of interest in reading and writing came in second place, with this indicator receiving an arithmetic mean of 2,897 and a standard deviation of 0.317.

- Students' lack of respect for regulations and laws for their prior knowledge of success came in third place. This indicator earned an arithmetic mean of 2,876 and a standard deviation of 0.342.

- The indicator of Lack of information that students have due to poor daily preparation is fourth, as this indicator has an arithmetic mean of 2,838 and a standard deviation of 0.380.

- The indicator of students' non-adherence to come to the university in fifth grade and has an arithmetic mean of 2,744 and a standard deviation of 0.474.

- The indicator of lack of uniform creates class differentials between students in the sixth place, with an arithmetic mean of 2,366 and a standard deviation of 0.729.

- 7-As for the indicators of the field, they got an arithmetic mean of (2,775) and a standard deviation of (0.419).

Fourth: Curriculum

This field includes (5) indicators, all of which are considered a problem for university instructors, and the results of the research showed that the values of the arithmetic mean ranged between (2,702) and (2,191) and a standard deviation ranged between (0.746) and (0.512), which means that all indicators of this field represent academic problems for university instructors, and Table (10) and Figure (9) illustrate this.

Table (10) Results of Curriculum Field Indicators Analysis

No.	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	26	lack of interest and responsiveness to the educational requirements required by the instructor	2.702	0.527
2	22	the educational institution's lack of a lot of educational means and illustrative techniques	2.697	0.512
3	25	no scientific novelty in curriculum change, as found in the rest of the world	2.672	0.553
4	24	change in the education system between time and time generates confusion in the curriculum and teaching	2.566	0.659
5	23	The large number of curriculum and courses required from students	2.191	0.746
Field as a whole		Curriculum	2.565	0.600

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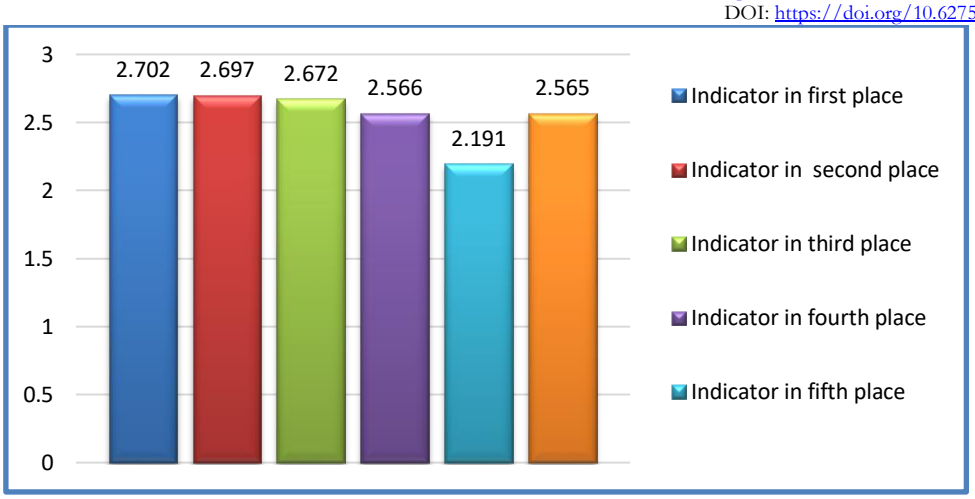

Figure (10) Graph of Curriculum Field Indicators

Figure 9. Curriculum Field Indicators Graph

By Noting Table (10) And Figure (9), The Following Are Shown:

- The indicator of lack of interest and responsiveness to the educational requirements required by the instructor comes in the first place. This indicator has an arithmetic means of 2,702 and a standard deviation of 0.527.

- The indicator of the educational institution's lack of a lot of educational means and illustrative techniques came in second place, with this indicator receiving an arithmetic mean of 2,697 and a standard deviation of 0.512.

- An indicator of no scientific novelty in curriculum change, as found in the rest of the world, it comes in the third place, with an arithmetic mean of 2,672 and a standard deviation of 0.553.

- The indicator of change in the education system between time and time generates confusion in the curriculum and teaching in fourth place. This indicator has an arithmetic mean of 2,566 and a standard deviation of 0.659.
- The large number of curriculum and courses required from students came in the fifth place, as this indicator obtained an arithmetic mean of (2.191) and a standard deviation of (0.746). Therefore, this indicator comes in the fifth place.

- As for the field indices, they got an arithmetic mean of 2,565 and a standard deviation of 0.600.

Fifth/ Fifth Field: Equipment and Laboratories

This field includes (4) indicators that are all considered problematic by university instructors. The results of the research showed that the values of the arithmetic mean ranged from (2,629) to (2,510) and a standard deviation ranging from (0,649) to (0,550), which means that all indicators in this field are academic problems for university instructors and (11) and (10) illustrate this.

Table (11) Results of The Analysis of Indicators in The Field of Equipment and Laboratories

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DOI: https://doi.org/10.62754/joe.v3i6.3988

No.	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	27	insufficient services came from the maintenance of electrical appliances or the provision of new hardware for the proper continuity of work	2.629	0.550
2	28	shortage of air-conditioning devices within the classrooms	2.591	0.587
3	29	shortage of electrical appliances maintenance services	2.519	0.579
4	30	There are no smart boards or data show devices	2.510	0.649
Field as a whole		Equipment and laboratories	2.562	0.591

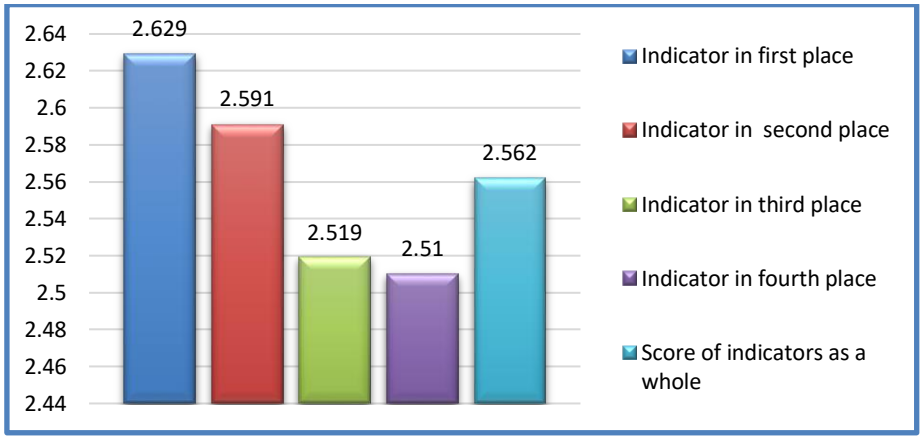

Figure (10) Graph of Indicators of The Field of Equipment and Laboratories

By Noting Table (11) And Figure (10), The Following Are Shown

- The indicator of insufficient services came from the maintenance of electrical appliances or the provision of new hardware for the proper continuity of work in the first place, as this indicator received an arithmetic mean of 2,629 and a standard deviation of 0.550.
- An indicator of shortage of air-conditioning devices within the classrooms came in second place, with an arithmetic mean of 2,591 and a standard deviation of 0.587.
- The indicator of shortage of electrical appliances maintenance services is third, with an arithmetic average of 2,519 and a standard deviation of 0.579.
- An indicator that there are no smart boards or data show devices came in fourth place, with this indicator receiving an arithmetic mean of 2,510 and a standard deviation of 0.649.
- For the field indices, they got an arithmetic mean of 2,562 and a standard deviation of 0.591.

Sixth: Financial Dues

This field includes (5) indicators that are all considered problematic by university instructors. The results of the research showed that the values of arithmetic mean ranged from (2,876) to (2,680) and standard

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deviation ranging from (0,573) to (0,366), which means that all indicators in this field are academic problems for university instructors and (12) and (11) figure show this.

Table 12. Results Of the Analysis of the Financial Dues Field Indicators

No.	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	35	failure to follow up on instructors' entitlements by obtaining housing befitting	2.876	0.366
2	33	lack of financial support for scientific research	2.795	0.463
3	32	non-follow-up of outstanding financial dues for university instructors by the University	2.757	0.502
4	34	non-payment of lectures is higher than the quorum	2.685	0.572
5	31	non-payment of supervision, teaching and discussions in postgraduate studies	2.680	0.573
Field as a whole		financial dues	2.759	0.495

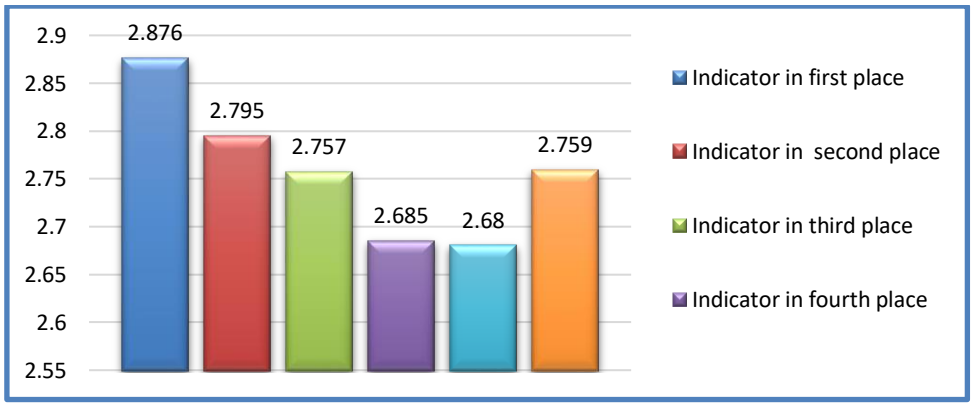

Figure (11) Graph of Financial Dues Field Indicators

By Noting Table (12) And Figure (11), The Following Are Shown:

- The indicator of failure to follow up on instructors' entitlements by obtaining housing befitting in the first grade, as this indicator received an arithmetic mean of 2,876 and a standard deviation of 0.366.

- The indicator of lack of financial support for scientific research came in second place, with an arithmetic average of 2,795 and a standard deviation of 0.463.

- The indicator of non-follow-up of outstanding financial dues for university instructors by the University was ranked third, with the indicator receiving an arithmetic mean of 2,757 and a standard deviation of 0.502.

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DOI: https://doi.org/10.62754/joe.v3i6.3988

- The indicator of non-payment of lectures is higher than the quorum in fourth place. This indicator has an arithmetic average of 2,685 and a standard deviation of 0.572. Consequently, this indicator is important in fourth place.

- The indicator of non-payment of supervision, teaching and discussions in postgraduate studies came in fifth place, with an arithmetic average of 2,680 and a standard deviation of 0.573.

- For domain indicators, they got an arithmetic mean of 2,759 and a standard deviation of 0.495.

Seventh/ Seventh Field: Scientific Research

This field includes (5) indicators that are all considered problematic by university instructors. The results of the research showed that the values of the arithmetic mean ranged from (2,876) to (2,680) and standard deviation ranging from (0,573) to (0,366), which means that all indicators in this field are academic problems for university instructors and table (13) and figure (12) shows this:

Table (13) Results of The Analysis of Indicators in The Field of Scientific Research

Standard deviation	Sequence in questionnaire	Indicators	arithmetic Medium	Standard deviation
1	39	weak interest in scientific research	2.821	0.426
2	38	the non-compensation of instructors for the fees of publishing research in international journals	2.761	0.517
3	40	The teaching staff Obligation for the publication of research in Arab and international journals (Scopus)	2.760	0.541
4	37	lack of support for the field of scientific research	2.757	0.494
5	36	delayed publication in local journals	2.642	0.554
Field as a whole		scientific research	2.748	0.506

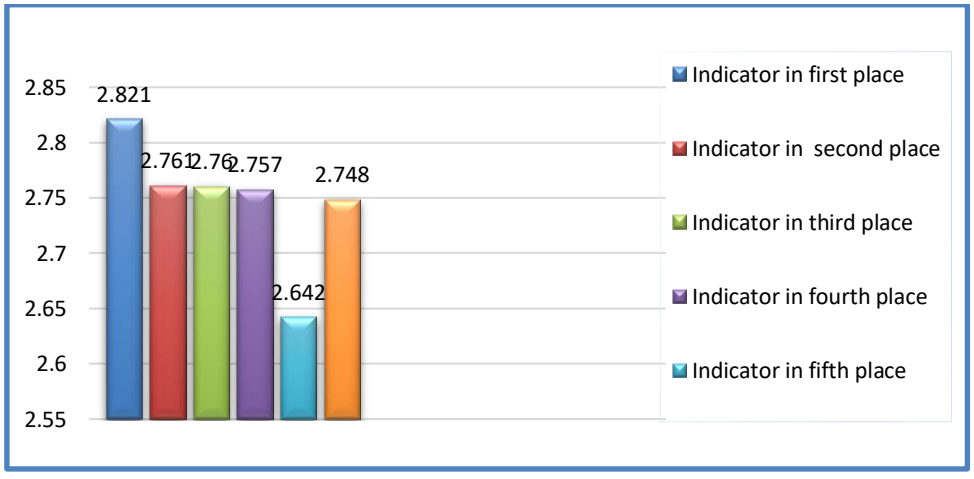

Figure (12) Chart of Indicators in The Field of Scientific Research

By Noting Table (13) And Figure (12), The Following Are Shown

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- The indicator of weak interest in scientific research came in first place, with this indicator obtaining an arithmetic mean of 2,821 and a standard deviation of 0.426.

- The indicator of the non-compensation of instructors for the fees of publishing research in international journals was in second place, with the indicator getting an arithmetic mean of 2,761 and a standard deviation of 0.517.

- The teaching staff Obligation indicator for the publication of research in Arab and international journals Scopus was ranked third place, with this indicator getting an arithmetic mean of 2,760 and a standard deviation of 0.541.

- The indicator of lack of support for the field of scientific research is fourth, with an arithmetic mean of 2,757 and a standard deviation of 0.494.

- The indicator for delayed publication in local journals came in fifth place, with an arithmetic mean of 2,642 and a standard deviation of 0.554.

- For the field indices, they got an arithmetic mean of 2,748 and a standard deviation of 0.506.

Results By Fields

The results of the analysis showed to reveal the academic problems experienced by university instructors, that all seven fields are important academic problems, as the arithmetic mean ranged from (2,775) to (2,562) and standard deviation ranging from (0,600) to (0,419) and (14) and figure (13) showing the order of the fields.

Table (14) Classification of Fields by Arithmetic Means and Standard Deviations

No.	Sequence in questionnaire	fields	arithmetic Medium	Standard deviation
1	2	Infrastructure	2.775	0.475
2	3	Student Admission	2.773	0.419
3	6	Financial dues	2.759	0.495
4	7	Scientific Research	2.748	0.506
5	1	University Teaching	2.651	0.567
6	4	Curriculum	2.565	0.600
7	5	equipment & Laboratories	2.562	0.591

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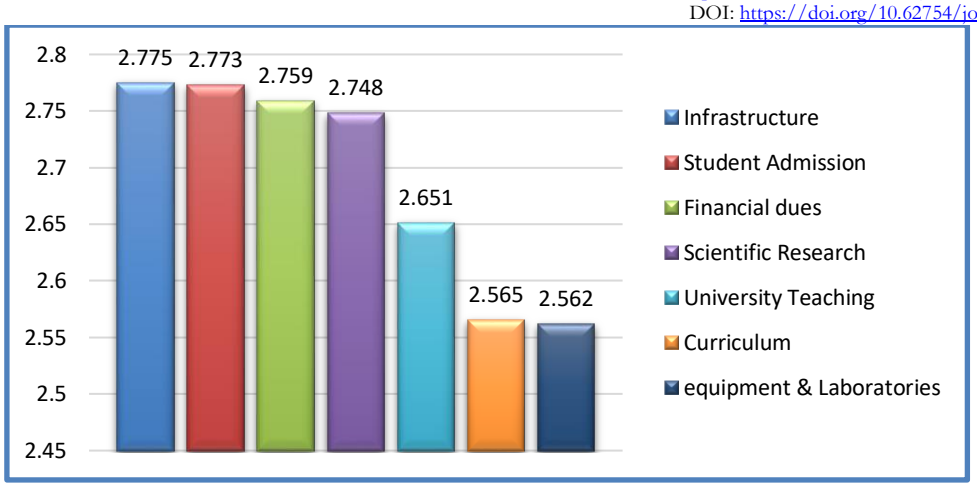

Figure (13) Field Arrangement Graph

The Results in Table (14) And Figure (13) Show the Following:

- The field (infrastructure) was ranked first with the arithmetic mean and standard deviation respectively (2,775) (0.475).
- The field (Student Admission) was ranked second with the arithmetic mean and standard deviation respectively (2,773) (0.419).
- The field (financial dues) was ranked third with the arithmetic mean and standard deviation respectively (2,759) (0.495).
- The field of (scientific research) was ranked fourth, reaching the arithmetic mean and its standard deviation respectively (2,748) (0.506).
- The field of University Teaching was ranked fifth with a computational average and standard deviation respectively (2,651) (0.567).
- The field (curriculum) was ranked sixth with the arithmetic mean and standard deviation respectively (2,565) (0.600).
- The field (equipment and laboratories) was ranked seventh with the arithmetic mean and standard deviation respectively (2,562) (0.591).

Second Objective: To identify statistically significant differences in academic problems among university instructors.

To find out the differences in academic problems in the research sample, the grades on each field were converted into percentages and the arithmetic means and standard deviations of these ratios were extracted as shown in Table (15).

Table (15) Data on Fields of Academic Problems After Converting Grades to Percentage

fields	Arithmetic means of ratios	Standard deviation of ratios
University Teaching	0,885	0,098

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Infrastructure	0,928	0,117
Student Admission	0,923	0,094
Curriculum	0,859	0,133
equipment & Laboratories	0,855	0,152
Financial dues	0,920	0,128
Scientific Research	0,916	0,119

To verify the significance of differences in those fields in the research sample, the single variance analysis of Repeated Measure was used, as the imposition of circularity was verified by the mauchlys test and table (16) shows this.

Table (16) (Mauchlys)Test Values

Mauchlys Values	Degree of Freedom	level of Significance
0,952	20	0,094

From the Table (16) above, it is clear that the imposition of spherical is realized because the level of indication of mauchlys value is (0,094) which is non-significant because it is greater than the level of indication (0,05), because the imposition of spherical is realized because mauchlys value is inadequate, and when the imposition of spherical is achieved by the test of mauchlys, we resort to the (Sphericity Assumed) for statistically significant differences in those fields and table (17) shows (Sphericity Assumed).

Table (17) Results of Variance Analysis with Repeated Measurements of Sphericity Assumed

Source of Variation	Sum of squares	Degree of freedom	Mean of squares	Calculated F value	Significance level 50,0
individuals	12,324	249	0,049		
Treatment	1,455	6	0,242	26,88	function
Residual	13,686	1494	0,009		
Total	27,465	1749	0,300		

From the table above, it is clear that the calculated F value is statistically significant at a function level (0.05) if there are statistically significant differences in those fields, and therefore we make the Post hoc comparisons with Sidak's test for Post hoc comparisons and table (18) shows this.

Table 18. Sidak Test Results for Two-Way Multiple Comparisons

Fields	means	Infrastructure	Student Admission	Curriculum	equipment and Laboratories	Financial dues	Scientific Research
University Teaching	0,885	0,042*	*0,038	*0,026	*0,030	0,035*	0,031*
Infrastructure	0,928		0,004	*0,069	*0,072	0,008	0,012
Student Admission	0,923			*0,064	*0,068	0,004	0,008
Curriculum	0,859				0,004	0,061*	0,057*
Equipment & Laboratories	0,855					0,065*	0,061*
Financial dues	0,920						0,004
Scientific Research	0,916						

This Signal (*) Means A Function

Table 18 Shows A Statistical Difference Between the Following Fields:

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- There are significant differences in statistical comparison between university teaching problems and the problems of (infrastructure, admission of students, financial dues, scientific research) and for problems (infrastructure, acceptance of students, financial dues, scientific research), as well as differences between university teaching problems and problems (curriculum, equipment and laboratories) and for the benefit of the university teaching problems.

- There are statistically significant differences when comparing infrastructure problems with problems (curriculum, equipment and laboratories) and for the benefit of infrastructure problems. There are no differences between infrastructure problems and problems (admission of students, financial dues, scientific research).

- There are significant differences in the comparison between student admissions problems and problems (curriculum, equipment and laboratories) and for the benefit of student admissions problems. There are no differences between admission of students' problems and problems of financial dues, and scientific research).

- There are statistically significant differences when comparing curriculum problems with problems (financial dues, scientific research) and for the benefit of the problems (financial dues, scientific research). There are no differences between curriculum problems and equipment and laboratory problems.

- There are statistically significant differences when comparing equipment and laboratory problems with problems (financial dues, scientific research) and for the benefit of the problems (financial dues, scientific research).

- There are no statistically significant differences when comparing financial dues problems with scientific research problems.

The Figure Below (14) Shows This.

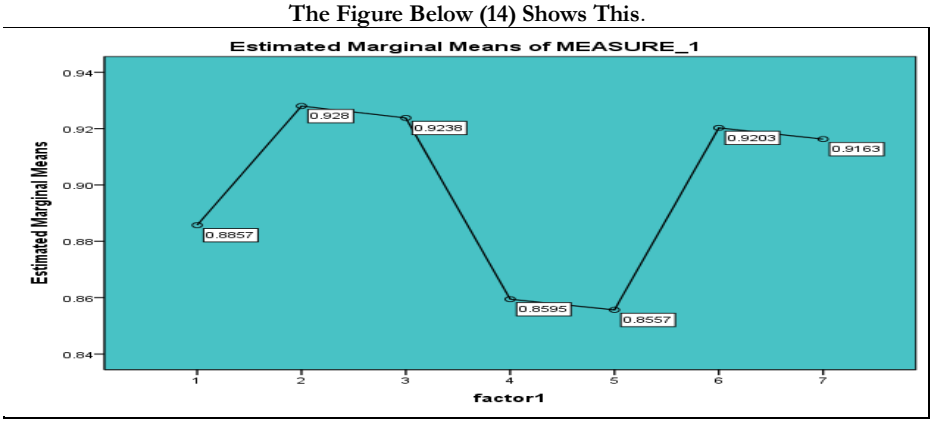

Figure (14) Shows the Average Ratios of Academic Problems in The Research Sample

Conclusions

In the light of the research findings and analysis, the researchers draw the following conclusions:

- In the field of university teaching, all indicators are considered as problems for university instructors.

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- Infrastructure, their indicators of which are problems for instructors for lack of classrooms and its old buildings?

- The field of admission of students is a real problem because of the increase in the number of students admitted versus the number of instructors and their low educational level.

- weak interest in scientific research and lack of compensation for publishing in local and international journals.

- Each instructor is choosing an educational content that differs from the other educational content in the same academic subject and not adhering to the decisions of the deans' committees

- With regard to equipment and laboratories, the problem was concentrated in the lack of regular maintenance of devices and proposals.

- With regard to the field of financial dues, there was little financial support for scientific research.

Recommendations

Based on the results of the research, the researchers recommend that the responsible authorities in the ministries of the State consider the following to advance the role of a university instructor in its academic institution, thereby achieving the revival and scientific progress of the country.

- The Ministry of Higher Education and Scientific Research must pay attention to the infrastructure of academic institutions and provide all the necessary requirements for the performance of their work from the provision of construction structures, furniture, equipment and modern educational means.

- The Department of Research and Development must take care of university instructors and provide them with all the necessary requirements by enabling them to develop their capabilities inside and outside Iraq.

- The Ministry of Higher Education should re-engage with sectoral bodies, abolish deans' committees and constantly develop curriculum in accordance with recent developments and invite instructors to participate in conferences, courses and training workshops to learn about the latest studies and scientific research.

- The Department of Research and Development is interested in scientific research and the provision of appropriate supplies, equipment and atmosphere for preparation by faculty members and researchers from postgraduate and undergraduate students.

Suggestion and Solutions

- For developing the infrastructure of Iraqi universities, activate the role of advisory offices and allocate part of their revenues to the benefit of colleges and universities. To request the Ministry of Higher Education and Scientific Research to plan the admission of students to undergraduate and postgraduate studies submitted by Iraqi universities, colleges, and institutes.

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DOI: https://doi.org/10.62754/joe.v3i6.3988

- Involve a selection of competent professors with different disciplines to draw up a five-year plan to define Iraq's higher education strategy by forming scientific committees at the college, university, and ministry levels. The Ministry of Finance is called upon to increase financial allocations to colleges and universities and to identify outlets for their disbursement to support scientific research and purchase scientific sources and necessary supplies and equipment needed to keep abreast of recent developments. To guide teaching staff in colleges and universities participating in training courses and scientific programs to develop their educational expertise and skills and create a suitable environment for research and participation in conferences and seminars inside and outside the country.

- To request Iraqi colleges and universities to develop standards of quality and academic accreditation by cooperating with Arab and international universities and activating the role of research centres, and to engage in partnerships and cooperation with other ministries of the State. Developing students' curriculum and constantly developing them according to new requirements and linking their subjects to the need of the labour market.

- Requiring the Ministry of Planning and Housing to grant the university professor his entitlement to provide him with appropriate housing or to distribute plots of land to university professors as well as to provide them with social and health security. Providing material and moral support to creative professors who are distinguished by scientific, administrative, and educational activities about their associations with professors and issuing official books containing standards of excellence and creativity and giving them decorations and appreciation certificates.

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Journal of Ecohumanism
2024
Volume: 3, No: 6, pp. 109 – 134
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
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